

Comparison of the Academic Performance of Students from Intact Homes and Broken Homes in Colleges of Agriculture and Related Disciplines in Plateau State, Nigeria

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Abstract: College of agriculture and related disciplines have the mandate to train middle level manpower for agricultural sector making them appropriate for producing qualified extension agents. Academic performance, which has been confirmed by research to be determined among other factors by home status is the measure of the qualification in school training. Therefore, this study was designed to compare the academic performance of students from intact homes and broken homes in colleges of agriculture and related disciplines in Plateau state, Nigeria. It was discovered that 80.8% of the respondents were between the ages 18 and 26 years, both male and female were of equal percentage (50.0%) and 82.5% single. Also, 58.3% of the respondents were children from intact homes with 62.5% having sibling from different mother, 84.2% having from different father, 60.0% of their mothers were the only wife, 83.3% had their parents living together, 68.3% had fathers still alive and 88.3% had mothers still alive. Majority (67.5%) of the respondents were average and above in academic performance. However, 26.0% from broken homes had high performance against 22.9% from intact homes, 44.0% from broken homes had average against 42.9% from intact homes and 30.0% from broken homes were low compared with 34.3% from intact homes. There was a significant relationship between age ($\chi^2 = 24.417$, $p = 0.000$), marital status ($\chi^2 = 135.050$, $p = 0.000$), of the respondents and academic performance. Similarly, significant relationship existed between mother's position among fathers' wives ($\chi^2 = 7.5000$, $p = 0.000$), having siblings from different mother ($\chi^2 = 24.417$, $p = 0.000$), having siblings from different father ($\chi^2 = 56.333$, $p = 0.000$), parents living together ($\chi^2 = 53.333$, $p = 0.000$), fathers still alive ($\chi^2 = 16.133$, $p = 0.000$), mothers still alive ($\chi^2 = 70.533$, $p = 0.000$) of the respondents and academic performance. There is no significant relationship between respondents' home status and academic performance ($r = 0.017$, $p = 0.857$). Also no significant difference between the academic performances of students from intact home and those from broken home ($t = 0.153$, $p = 0.000$). Most of the respondents came from intact homes and the percentages of respondents with average performance and those with high performance from broken homes were higher than those of respondents from intact homes. However, no significant difference existed between the academic performances of students from intact home and those from broken home.

Keywords: Comparison, Academic Performance, Broken Home, Intact Home and College of Agriculture

1. Introduction

1.1. Background of the Study

Agriculture is an important sector of economy, which supplies basic necessity of life. Food in the form of plant and

animal products is one of the first necessities of life and this is made available through agriculture [1, 2]. It is not only man that benefits food from agriculture, feed for animals are obtained from agriculture. [3] noted that different industries came about as a result of technological development. We have textile industries, shoe industries and paper industries among

others. All these industries get their raw materials from agriculture. Also, agriculture is a reliable source of foreign earning. Nigeria economy is still influenced by agriculture despite the discovery of crude oil and rapid industrial development [1]. There is no doubt that agriculture is fundamental to the sustenance of life.

With the visible importance of agriculture, its development becomes a thing of necessity. Agricultural development was described by [4, 5] as an effective strategy for economic development. [6], noticed that agricultural development is an integral part of economic development and has since been recognised as vital to poverty reduction and sustainable development. The focus of production development is improved yield, both in crops and animal farming enterprises. Improved yield result to improved income, which leads to improved standard of living. The agricultural development is made possible through effective extension system.

Effective extension is a function of favourable condition for extension operation and more importantly qualified extension personnel. Qualified extension personnels are those with relevant training to disseminate agricultural information appropriately towards agricultural and rural development. It is, however, worthy of note that academic performance, which has been confirmed by research to be determined among other factors by home status is the measure of the qualification in school training.

Effect of home status on academic performance has been reported by many researchers. Even when controlling for economic and racial differences of the family, children from two-parent households outperform children from one-parent households across a variety of measures [7-9] identified school dropout, truancy, teenage pregnancy and drug addiction as some of the problems faced by children from broken homes. Similarly, [10] identified educational problems; emotional problems; social, behaviour and learning difficulties as some of the broken home problems.

1.2. Statement of the Problem

College of agriculture and related disciplines are the appropriate institutions for producing required extension agents for agricultural information dissemination to farmers. [11] noted that of all the higher institutions of learning in Nigeria, colleges of agriculture and related discipline are known for training people for agricultural practices in different aspect ranging from production, education and marketing. They are the institutions with mandate to train middle level manpower in different areas of agricultural sector. Their curriculum is so designed in such a way that students undergo adequate practical by which they are well fitted for field work after training.

The most commonly accepted way of determining the quality of the trained personnel is the academic performance while in school. Academic performance is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. In Nigeria, education is examination oriented and hence the only evaluation for performance is through examinations [12].

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important; procedural knowledge such as skills or declarative knowledge such as facts [13].

Family structure is one of the most researched and debated factor among education professionals, psychologists and sociologists that contribute towards the academic performance of students [14]. Many studies have documented the challenges faced by single parents and the disadvantages of their children relative to children raised in two-parent households [15]. The most prevalent argument is that family structure (home status) of learners affects the quality of their academic performance. Those studies mainly found a negative relationship between non-nuclear family structures and child outcomes [15]. Life in a broken home can be stressful for both the child and the parent as such families are faced with challenges of inadequate financial resources [16]. Therefore, this study was designed to compare the academic performance of students from intact homes and broken homes in colleges of agriculture and related disciplines in Plateau state, Nigeria. Then the following questions were asked in pursuit of the study's major objective.

- (i) What are the personal characteristics of the students in the study area?
- (ii) What is the home status of the students in the college of agriculture and related disciplines in Plateau state?
- (iii) What is the academic performance of students from broken homes and those from intact homes?

1.3. Specific Objectives of the Study

The specific objectives of the study are to:

- (i) determine the personal characteristics of the students
- (ii) determine the home status of the students in the college of agriculture and related disciplines in Plateau state
- (iii) find out the academic performance of students from broken home and those from intact home.

1.4. Hypothesis of the Study

The following null hypotheses were considered for the study:

- (i) There is no significant relationship between selected respondent's personal characteristics and the academic performance.
- (ii) There is no significant relationship between the respondents' home status and academic performance.
- (iii) There is no significant difference between the
- (iv) academic performances of students from intact home and those in broken home.

2. Methodology

2.1. The Study Area

Plateau State is one of the states in the north central geopolitical zone of Nigeria. It is located between latitudes 7° and 11°N, and longitudes 7° and 25°E [17]. The state shares

boundary with Bauchi State to the north, Taraba to the east/southeast, Nasarawa to southwest and Kaduna State to the northwest. Plateau State derived its name from the geographical landscape that predominates in this part of the country which is referred to as the Jos plateau. Plateau State has an area of 26,898 square kilometers and population figure of 3,206,531 [18]. The Jos Plateau has been inhabited since the Acheulean period of the Early African Stone Age, as shown by the hand axes found near Jos town.

The plateau is inhabited by many different ethnic groups, of which the Berom is the largest, and the best known [19]. Others include Jarawa, Rukuba, Irigwe and Sura apart from settlers from other parts of Nigeria and outside Nigeria. Population on the plateau is predominantly rural and most of the inhabitants live in small villages and surrounded by cactus hedges of *Euphorbia kamerunica*. These people were traditionally subsistence farmers, and despite the advent of tin mining in 1904, relatively few people have been attracted to the mines.

2.2. Sampling Techniques

Multistage sampling technique was used for the study. Simple random sampling was used to select three of the five Colleges in the Plateau State. Simple random sampling was also used to select four departments from each of the sampled College. From each of the departments, ten respondents were selected for interview by systematic random sampling. Altogether, a total of one hundred and twenty (120) respondents were used in the study.

2.3. Measurement of Variables

Section A: Personal characteristics

1. Age: Respondents were asked to state their age in years
2. Sex: Respondents were asked to indicate their sex from the options (a) Male (b) Female
3. Marital status: Respondents were asked to indicate whether single, married, divorced or widow

Section B: Information relating to broken home

4. Mother's position among father's wives: Respondents were asked to indicate their mother's position from the options (a) The only wife (b) First wife (c) Second wife (d) Third wife (e) Others (specify) _____. After data entry, (a) was scored 1 and all other options taken to be only one and scored 0

5. Any brother or sister from the same father but different mother: The respondents were asked through Yes or No whether they have brother(s) or sister(s) from same father but different mother. After data entry, (a) was scored 0 and (b) scored 1

6. Any brother or sister from the same mother but different father: The respondents were asked through Yes or No whether they have brother(s) or sister(s) from same mother but different father. After data entry, (a) was scored 0 and (b) scored 1

7. Parents living together: Respondents were asked through Yes or No whether their parents are living together. After data entry, (a) was scored 1 and (b) scored 0

8. Father still alive: Respondents were asked through Yes or No whether their fathers are still alive. After data entry, (a) was scored 1 and (b) scored 0

9. Mother still alive: Respondents were asked through Yes or No whether their mothers are still alive. After data entry, (a) was scored 1 and (b) scored 0

Scores for items 6 to 11 were summed up. Lowest score and highest score were determined and used to find the mean score. Scores below mean indicate the broken home while mean and above indicate intact home.

Section C: Information relating to academic performance

10. Academic performance: Academic performance was measured by cumulative grade point average (CGPA) as an approximation of academic performance which is calculated by the average of all respondents' coursework grades over one year [20]. In Colleges of Agriculture and related disciplines, the pass CGPA ranges from 2.0 to 3.5 and above for both ND and HND (table 1). From the table, any score below 2.50 was taken to be low performance, 2.50 – 2.99 average and above 3.00 high performance.

Table 1. The CGPA and the class of Diploma in Colleges of Agriculture and related disciplines.

CGPA	CLASS OF DIPLOMA
3.50 and above	Distinction
3.00 – 3.49	Upper Credit
2.50 – 2.99	Lower Credit
2.00 – 2.49	Pass
Below 2.00	Fail

Source: [21]

2.4. Method of Data Analysis

Data obtained from the study were coded and subjected to descriptive statistics such as frequency and percentage distribution. Chi-square (χ^2) was used to determine the relationship between personal characteristics and academic performance, Pearson's Product Moment Correlation (PPMC) was employed to find out the significant relationship between the respondent's home status and academic performance. Similarly, t-test was used to determine the difference between the academic performances of students from intact home and those in broken home.

3. Results and Discussion

3.1. Personal Characteristics of Respondents

3.1.1. Age

Table 2 shows that 80.8% of the respondents were between the ages 18 and 26 years. Only 7.5% of the respondents were within 27 – 29 years while 11.7% were 30 years and above. The finding is in tandem with the observation of [22] that majority 59.6% of the students were 20 - 25 years of age. However, the result is different from the report of [11] that majority of the students (51.25%) were 25 – 29 years. This gives an indication that students in colleges of agriculture now are younger in age than those of 2008.

3.1.2. Sex

Also, Table 2 reveals that both male and female are of equal percentage (50.0%). This result is different from the observation of [11] which was 75.0% and 25.0% for male and female. From the result, there is an indication that a drastic improvement has occurred in girl child education in Plateau state.

3.1.3. Marital Status

Table 2 shows that 82.5% of the respondents were single while 16.7% were married. Marriage is a responsibility that can affect concentration in learning. Hence it is in order as majority of the students were single. In the study of [11], 63.8% were single while 36.2% were married. Comparing the results of the two studies, one will discover that less percentage of students were married in this study. This might be due to the fact that more of the students now are younger than those in 2008.

Table 2. Personal characteristics of respondents.

Variables	Frequency	Percentage
Age (years)		
18 – 20	28	23.3
21 - 23	43	35.8
24 – 26	26	21.7
27 – 29	9	7.5
30 years and above	14	11.7
Sex		
Male	60	50.0
Female	60	50.0
Marital Status		
Single	99	82.5
Married	20	16.7
Separated	1	0.8

Source: Field survey (2020)

3.2. Respondents' Home Status

3.2.1. Respondents' Mother's Position Among Wives

As can be seen in table 3, 60.0% were the only wives of their husbands, 25.8% first wives, 11.7% second wives. Only 1.7% and 0.8% were third and fourth wives respectively. Children in polygamous marriages may face abuse, psychological distress, low self-esteem, and marital discord [23]. According to [24] the frequent marital conflict and distress can cause emotional harm to the children through conflict, tension, unequal treatment by the polygamous father and jealousy. These children frequently feel discontented with their families [23]. They are often unable to receive the necessary emotional support from their father in particular. According to [23], discontent with the family often increases with the addition of wives by the father.

3.2.2. Siblings from Different Mother But Same Father

Table 3 shows that 62.5% of the respondents did not have sibling from different mother while 37.5% indicated that they had siblings from different mother but the same father. Having siblings from different mother is an indication that the respondents came from a polygamous family and more children that may not get proper fathers' attention. Culturally, polygamy is viewed as a reproductive strategy by which men maximize the number of their offspring but minimize

investment in each child [23]. However, majority of the respondents had their siblings from the same father and mother; and are expected to enjoy their fathers' attention.

3.2.3. Siblings from Different Father But Same Mother

Table 3 shows that 84.2% of the respondents did not have sibling from different father while 15.8% indicated that they had siblings of the same mother but different father. It is possible to have siblings from different father but the same mother as a result of a woman having a child before marriage or a child from previous marriage. The children from the new marriage may have behavioural problems. However [25] noted that adolescents had fewer behaviour problems if there is a positive relationship not only with biological parents, but if stepparents are involved, especially a strong relationship with stepfathers [25]. Since most of the respondents did not have siblings from different father, they were not expected to have such emotional problems that would affect their performance negatively.

3.2.4. Respondents' Parents Living Together

Also, Table 3 shows that 83.3% of the respondents indicated that their parents were living together while 16.7% indicated that their parents were not together. Non-living together of parents is an indication of separation which is a feature of broken home. In case of divorce, separation or death of a parent, children are at somewhat greater risk for symptoms of poor psychological adjustment, behavioural and social problems, low self-esteem and poor performance in school. [7] found that most medical students whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychopathic and criminalistics in nature than those whose parents were present during this period. According to [7], a child from intact homes will be well taken care of and well socialised as possible. This is due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child. In this study, majority of the respondents had their parents living together. Hence, they are expected to be free from poor psychological adjustment, behavioural and social problems, low self-esteem and poor performance in school affecting children from broken homes.

3.2.5. Respondents' Fathers Still Alive

As revealed in table 3, majority of the respondents 68.3% indicated that their fathers were still alive while 31.7% have lost their father. It is a great blessing for any child to enjoy father's relationship that has high possibility of total development of the child. If a child's father is affectionate, supportive, and involved, he can contribute greatly to the child's cognitive, language, and social development, as well as academic achievement, a strong inner core resource, sense of well-being, good self-esteem, and authenticity [26]. According to [26] a child's primary relationship with his/her father can affect all of his/her relationships from birth to death, including those with friends, lovers, and spouses. For majority of the respondents' fathers still alive, it means they have the opportunity of still enjoying the mentorship of their fathers.

3.2.6. Respondents' Mother Still Alive

Table 3 shows that majority 88.3% of the respondents indicated that their mothers were still alive. Only 11.7% of the respondents had lost their mothers. The role of a mother is unique in any home. She understands what a child does not say. Mothers can hear sentences in the silences of their children. According to [27], God has given mothers the special gift of intuition because it gives her a strong sense of what is right for her children, what they are good at, how they may excel in the future what gifts and abilities she needs to make sure are developed in their lives as God intended. Mothers are timeless teachers in the classroom of life and most influential educators [27]. As majority of the respondents still had their mothers alive, there is an opportunity for them to be enjoying love, compassion and guidance from their homes.

Table 3. Respondents' home status.

Variables	Frequency	Percentage
Respondents mother's position among wives		
The only wife	72	60.0
First wife	31	25.8
Second wife	14	11.7
Third wife	2	1.7
Fourth wife	1	0.8
Siblings from different mother but same father		
Yes	45	37.5
No	75	62.5
Siblings from different father but same mother		
Yes	19	15.8
No	101	84.2
Respondents' parents living together		
Yes	100	83.3
No	20	16.7
Respondents' father still alive		
Yes	82	68.3
No	38	31.7
Respondents' mother still alive		
Yes	106	88.3
No	14	11.7

Source: Field survey (2020)

3.2.7. Home Status Categories

Table 4 reveals that 58.3% of the respondents were children from intact homes while 41.7% came from broken home. Home status is an important factor affecting the life of children even to adulthood. [28] indicated that children from broken homes are at greater risk for symptoms of poor psychological adjustment, behavioural and social problems; low self-esteem; school dropout rates; tearful or depressed; poverty and poor performance in schools. However, children with two parents show higher academic achievement at lower school [29], have lower dropout rates [30], and higher college enrolment rates [31] than other children. The result of this study reveals that the students were from intact home. Consequently, they are not supposed to suffer many of those Psychological and social problems of broke home.

Table 4. Home status categories

Home status categories	Score range	Frequency	Percentage
Broken	1 - 4.4	50	41.7
Intact	4.5 - 6.0	70	58.3
Total	1 - 6	120	100.0

Mean = 4.5 ± 1.5

Source: Field survey, 2020

3.3. Academic Performance Information

3.3.1. Number of Course Failed in Year 1 by Respondents

Result of the number of course failed by the respondents in year 1 is presented in table 5. The table shows that 56.6% passed all courses taken, 17.5% failed only one course, 9.2% failed two courses, 7.5% failed three, 5.0% failed four, 2.5% failed five and 1.7% failed more than five courses in year 1. The study reveals that the respondents' performance generally was not bad in their first year. From 32.0% of the respondents that failed at least 1 course, 20.0% of those from broken homes failed 3 courses and above against 14.3% from intact homes. The study reveals that the respondents' performance generally was not bad in their first year. From 32.0% of the respondents that failed at least 1 course, 20.0% of those from broken homes failed 3 courses and above against 14.3% from intact homes. This is in line with the assertion that children from intact homes perform better than their counterparts from broken homes.

Table 5. Number of course failed in year 1 by respondents.

Number of course failed	Home status		Total
	Broken (1 - 4.4)	Intact (4.5 - 6)	
0	28 (56.0)	40 (57.1)	68 (56.6)
1	8 (16.0)	13 (18.6)	21 (17.5)
2	4 (8.0)	7 (10.0)	11 (9.2)
3	4 (8.0)	5 (7.1)	9 (7.5)
4	3 (6.0)	3 (4.3)	6 (5.0)
>4	3 (6.0)	2 (2.9)	5 (4.2)
Total	50 (100.0)	70 (100.0)	120 (100.0)

*Percentage in parenthesis

Source: Field survey, 2020

3.3.2. Respondents' Diploma Classification

Classification of the respondents' result is shown in table 6. The table reveals that 43% of the respondents had lower credit, 25.8% had pass, 19.2% had upper credit, 6.8% failed while 5.0% had distinction. In summary, it means 93.2% of the respondents passed at the end of their first year in the Colleges; which is a better result. Though significantly un-conspicuous, the percentage of respondents from broken homes that failed was higher than those that failed in intact home. However, their percentages for lower credits, upper credits and distinctions were higher than those of respondents from intact homes. Considering the Diploma classification, the respondents from broken homes had better results than those from the intact home. This result is contrary to that of [32] that adults whose parents are divorced have lower educational performance. However, the result is similar to the observations of [33, 22] that there was no difference between the performance of the students from intact home and those

from broken home.

Table 6. Respondents' Diploma classification.

Diploma class of respondents	Home status		Total
	Broken (1 – 4.4)	Intact (4.5 – 6)	
Fail (Less than 2.00)	5 (10.0)*	3 (4.3)*	8 (6.8)
Pass (2.00 – 2.49)	10 (20.0)	21 (30.0)	31 (25.8)
Lower credit (2.5 – 2.99)	22 (44.0)	30 (42.9)	52 (43.3)
Upper credit (3.00 – 3.49)	10 (20.0)	13 (18.6)	23 (19.2)
Distinction (3.50 and above)	3 (6.0)	3 (4.3)	6 (5.0)
Total	50 (100.0)	70 (100.0)	120 (100.0)

*Percentage in parenthesis

Source: Field survey, 2020

3.3.3. Respondents' Academic Performance

Academic performance of the respondents is revealed in table 7. As shown in the table, 43.3% of the respondents had average performance, 32.5% had low and 24.2% had high academic performance. In summary, the academic performance of the respondents was less than 70%. Majority of the respondents had average academic performance. However, 26.0% from broken homes had high performance against 22.9% from intact homes, 44.0% from broken homes had average against 42.9% from intact homes and 30.0% from broken homes were low compared with 34.3% from intact homes. Considering this result, the respondents from broken homes had slightly better academic performance than those from the intact home. This result is different from the discovery of [32] that adults whose parents are divorced have lower educational performance. However, the result is similar to the observations of [33, 22] that there was no difference between the performance of the students from intact home and those from broken home. The slight better performance of respondents from broken home than those from intact home might be due to the fact that many homes today are intact but not happy. In that case, the children from broken home with happiness may perform better.

Table 7. Respondents' academic performance.

Respondents' academic performance	Home status		Total
	Broken (1 – 4.4)	Intact (4.5 – 6)	
Low (Below 2.50)	15 (30.0)*	24 (34.3)*	39 (32.5)
Average (2.5 – 2.99)	22 (44.0)	30 (42.9)	52 (43.3)
High (3.00 and above)	13 (26.0)	16 (22.9)	29 (24.2)
Total	50 (100.0)	70 (100.0)	120 (100.0)

*Percentage in parenthesis

Source: Field survey, 2020

3.4. Hypothesis Testing

3.4.1. Hypothesis 1

The hypothesis seeks to test for relationship between selected personal characteristics and academic performance of the respondents. Chi square (χ^2) was used to test the hypothesis. The results in table 8 show significant relationship between age ($\chi^2 = 24.417$, $p = 0.000$), marital status ($\chi^2 = 135.050$, $p = 0.000$) of the respondents and their academic

performance. Similarly, significant relationship existed between mother's position among fathers' wives ($\chi^2 = 7.5000$, $p = 0.000$), having siblings from different mother ($\chi^2 = 24.417$, $p = 0.000$), having siblings from different father ($\chi^2 = 56.333$, $p = 0.000$), parents living together ($\chi^2 = 53.333$, $p = 0.000$), fathers still alive ($\chi^2 = 16.133$, $p = 0.000$), mothers still alive ($\chi^2 = 70.533$, $p = 0.000$) of the respondents and their academic performance.

Significance shown by mother's position among fathers' wives, having siblings from different mother, having siblings from different father, parents living together, fathers still alive and mothers still alive, which are features of broken home confirms that broken home has relationship with academic performance. This is in line with the discovery of [28] that children from broken homes are at greater risk for symptoms of poor psychological adjustment, behavioural and social problems; low self-esteem; school dropout rates; tearful or depressed; poverty and poor performance in schools. Two-parent families invest more in educational resources and showing more family involvement, making their children performance be better [14].

Table 8. Relationship between personal characteristics and academic performance of respondents using χ^2 .

Variables	Df	χ^2 Cal.	p-value	Decision
Age	4	24.417*	0.000	Significant
Sex	1	0.000^	1.000	Not significant
Marital status	2	135.050*	0.000	Significant
Mothers' position among wives	4	144.417*	0.000	Significant
Sibling(s) from different mother	1	7.500*	0.000	Significant
Sibling(s) from different father	1	56.033*	0.000	Significant
Parents living together	1	53.333*	0.000	Significant
Fathers still alive	1	16.133*	0.000	Significant
Mothers still alive	1	70.533*	0.000	Significant

Df = Degree of freedom

χ^2 = Chi-square

p = Probability level

*Chi-square is significant at $p < 0.05$

^Chi-square is not significant at $p < 0.05$

Source: Field survey (2020)

3.4.2. Hypothesis 2

The hypothesis seeks to test for relationship between the respondent's home status and academic performance. Pearson's Product Moment Correlation (PPMC) was used to test the hypothesis.

The results in table 9 show that there is no significant relationship between respondents' home status and academic performance at r-value of 0.017, ($p = 0.857$). Hence, the null hypothesis is accepted. This result is different from the observation of [8, 32] that children from intact homes outperform children from broken homes and adults whose parents are divorced have lower educational attainment. However, the finding of this study is in line with the discovery of [33, 22] that there was no difference between the performance of the students from intact home and those from broken home.

Table 9. Relationship between home status and academic performance using PPMC.

Variables	N	r-value	p-value	Decision
Home status	120	0.017	0.857	Not significant
Academic performance				

Correlation is not significant at 0.05 levels (2tailed)

Source: Field survey (2020)

3.4.3. Hypothesis 3

The hypothesis seeks to test for difference between the academic performances of students from intact home and those from broken home. The statistical used for the hypothesis was t-test.

The results in the table 10 shows that there is no difference between the academic performances of students from intact home and those from broken home at t-value of 0.153, ($p = 0.000$). Hence, the null hypothesis is accepted. This result is at variance with the assumptions of [34, 35, 32] that adults whose parents are divorced have lower educational attainment. According to [14] two-parent families invest more in educational resources and showing more family involvement, making their children performance be better. However, the finding of this study is in tandem with the discovery of [36, 33, 22] that there was no difference between the performance of the students from intact home and those from broken home. This is an indication that coming from a broken home may not necessarily cause students to perform poorer than their counterparts from intact homes especially in tertiary institutions. Children with two parents show higher academic achievement at lower school [29], have lower dropout rates [30], and higher college enrolment rates [31] than other children. This means that many of the children from broken home would have dropped out of school and not get to tertiary institutions. Only those without negative effect of broken home on them would be able to proceed to tertiary institutions. This may be the reason why majority (58.3%) of the respondents in this study were from intact home. Consequently, there could not be difference between the academic performance of those from intact and broken homes.

Table 10. Difference between the academic performances of students from intact home and those from broken home using t-test.

Variables	Df	t-value	p-value
Performance of students from intact home	118	0.153^	0.209
Performance of students from broken home			

^t-test is not significant at 0.05 levels

Source: Field survey (2020)

4. Conclusion

Most of the respondents indicated that their mothers were the only wife of their father. They did not have siblings from either different fathers or mothers. Their parents were living together and their fathers and mothers were still alive. Most of the respondents came from intact homes and the percentage of those that failed 3 courses and above were more from broken homes than the intact homes. However, their percentages for

lower credits, upper credits and distinctions were higher than those of respondents from intact homes. Percentages of respondents with average performance and high performance from broken homes were higher than those of respondents from intact homes. Significant relationship existed mother's position among fathers' wives, having siblings from different mother, having siblings from different father, parents living together, fathers still alive, mothers still alive of the respondents and their academic performance. However, no significant difference existed between the academic performances of students from intact home and those from broken home.

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